



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 12381644
SAU: MSAD 44
School: Crescent Park School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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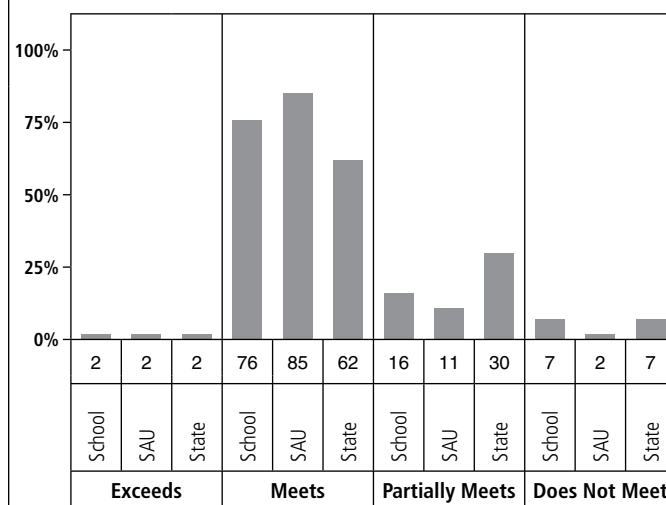
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: MSAD 44
School: Crescent Park School

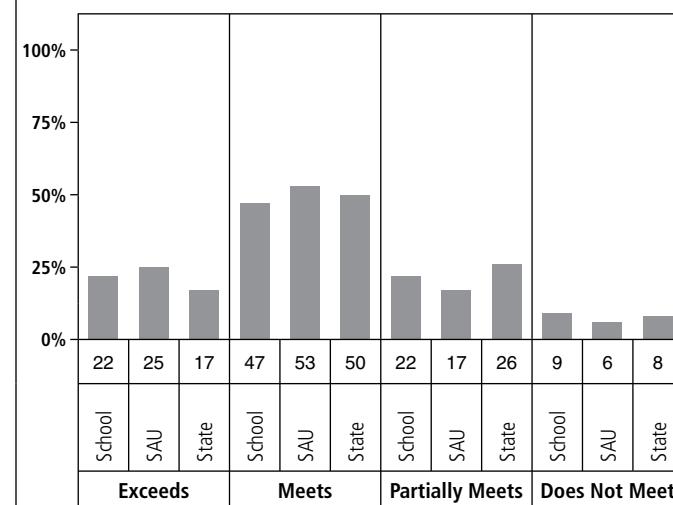
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	343	345	345
2006–2007	345	345	345
2007–2008	347	348	344
Cum. Avg. *	345	346	345
Mathematics			
2005–2006	339	343	344
2006–2007	348	347	347
2007–2008	349	351	347
Cum. Avg. *	345	347	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: MSAD 44
 School: Crescent Park School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	45	100	53	100	13803	100	45	100	53	100	13714	99	45	100	53	100	13710	99												
Ethnicity African American/Black	0	0	1	2	399	3	0	0	1	100	391	98	0	0	1	100	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98												
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98												
Caucasian/White	45	100	52	98	12916	94	45	100	52	100	12846	100	45	100	52	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	6	13	7	13	2358	17	6	100	7	100	2333	99	6	100	7	100	2329	99												
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98												
Economically disadvantaged	21	47	21	40	5584	40	21	100	21	100	5535	99	21	100	21	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	40	89	47	89	10650	77	40	89	47	89	10678	77						
Identified disability (PET/IEP)	2	5	3	6	475	4	2	5	3	6	479	4						
LEP	0	0	0	0	151	1	0	0	0	0	149	1						
504 plan	0	0	0	0	83	1	0	0	0	0	85	1						
Participation with accommodations	5	11	6	11	2936	21	5	11	6	11	2911	21						
Identified disability (PET/IEP)	4	80	4	67	1735	59	4	80	4	67	1729	59						
LEP	0	0	0	0	197	7	0	0	0	0	208	7						
504 plan	0	0	0	0	49	2	0	0	0	0	47	2						
Other	1	20	2	33	986	34	1	20	2	33	958	33						
Participation through alternate assessment (PAAP)	0	0	0	0	123	1	0	0	0	0	121	1						
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100						
LEP	0	0	0	0	4	3	0	0	0	0	4	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 44
School: Crescent Park School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	2	1	1	352	3
	2006-2007	1	2	1	1	332	2
	2007-2008	1	2	1	2	227	2
	Cum. Total*	3	2	3	2	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	30	56	42	62	8641	62
	2006-2007	31	61	44	64	8691	63
	2007-2008	34	76	45	85	8403	62
	Cum. Total*	95	63	131	69	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	15	28	20	29	3671	27
	2006-2007	16	31	19	28	3781	27
	2007-2008	7	16	6	11	4018	30
	Cum. Total*	38	25	45	24	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	8	15	5	7	1163	8
	2006-2007	3	6	5	7	1021	7
	2007-2008	3	7	1	2	938	7
	Cum. Total*	14	9	11	6	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	30.0	65.2	31.2	67.8	27.6	60.0
Literary Text	23	50	15.5	67.4	16.0	69.6	14.1	61.3
Informational Text	23	50	14.6	63.5	15.2	66.1	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 3
SAU: MSAD 44
School: Crescent Park School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	45	1	2	34	76	7	16	3	7	347	53	2	85	11	2	348	13586	2	62	30	7	344
Ethnicity																						
African American/Black	0										1						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	45	1	2	34	76	7	16	3	7	347	52	2	85	12	2	348	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	2	33	2	33	2	33	336	7	0	57	29	14	341	2210	0	32	48	20	338
No	39	1	3	32	82	5	13	1	3	348	46	2	89	9	0	349	11376	2	68	26	4	346
Current LEP																						
Yes	0										0						348	1	36	45	19	339
No	45	1	2	34	76	7	16	3	7	347	53	2	85	11	2	348	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	21	0	0	14	67	4	19	3	14	344	21	0	76	19	5	345	5450	1	49	39	11	341
No	24	1	4	20	83	3	13	0	0	349	32	3	91	6	0	350	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	45	1	2	34	76	7	16	3	7	347	53	2	85	11	2	348	13581	2	62	30	7	344
Gender																						
Female	20	1	5	15	75	4	20	0	0	349	23	4	83	13	0	349	6567	3	65	27	5	345
Male	25	0	0	19	76	3	12	3	12	345	30	0	87	10	3	347	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	6	55	4	36	1	9	343	13	0	85	15	0	346	2004	0	37	49	14	339
No	34	1	3	28	82	3	9	2	6	348	40	3	85	10	3	349	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	45	1	2	34	76	7	16	3	7	347	53	2	85	11	2	348	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: MSAD 44
School: Crescent Park School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	0	0	1	100	322	4	0	50	0	50	337	6	0	43	39	18	340
B. less than one hour	91	1	2	31	76	7	17	2	5	347	85	2	84	13	0	348	79	2	65	28	5	345
C. one to two hours	7	0	0	3	100	0	0	0	0	347	11	0	100	0	0	350	12	2	60	31	7	344
D. more than two hours	0										0						3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	40	0	0	12	67	5	28	1	6	345	32	0	82	18	0	348	29	3	62	28	7	345
B. They match some of what I have learned.	51	1	4	19	83	2	9	1	4	349	47	4	88	8	0	350	48	2	67	27	4	345
C. They match just a little of what I have learned.	4	0	0	2	100	0	0	0	0	348	13	0	86	14	0	346	15	1	56	34	9	343
D. There is no match.	4	0	0	1	50	0	0	1	50	333	8	0	75	0	25	341	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	36	1	6	12	75	1	6	2	13	349	40	5	86	5	5	350	42	3	67	24	6	346
B. good	49	0	0	18	82	4	18	0	0	347	46	0	88	13	0	347	46	1	62	32	5	344
C. fair	16	0	0	4	57	2	29	1	14	341	13	0	71	29	0	343	10	0	48	42	10	341
D. poor	0										0						2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	16	0	0	5	71	1	14	1	14	344	15	0	75	25	0	347	22	1	48	38	12	341
B. about the same as my regular schoolwork	73	1	3	27	82	4	12	1	3	348	67	3	89	9	0	349	57	2	68	26	4	346
C. easier than my regular schoolwork	11	0	0	2	40	2	40	1	20	339	17	0	78	11	11	343	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	7	0	0	2	67	0	0	1	33	339	10	0	80	20	0	344	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	62	1	4	22	79	4	14	1	4	348	52	4	85	11	0	349	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	31	0	0	10	71	3	21	1	7	347	38	0	85	10	5	347	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	20	0	0	6	67	1	11	2	22	344	15	0	100	0	0	349	19	3	65	27	6	346
B. 20 minutes to an hour	49	0	0	19	86	3	14	0	0	349	58	0	90	10	0	349	47	2	68	25	5	346
C. less than 20 minutes	22	1	10	8	80	1	10	0	0	349	17	11	78	11	0	350	19	1	56	35	8	343
D. I rarely read at home.	9	0	0	1	25	2	50	1	25	336	9	0	40	40	20	339	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	13	0	0	4	67	1	17	1	17	341	26	0	86	7	7	345	28	1	56	33	9	343
B. six to ten pages	16	0	0	5	71	1	14	1	14	344	23	0	92	8	0	349	23	1	63	29	7	344
C. eleven or more pages	71	1	3	25	78	5	16	1	3	349	51	4	81	15	0	349	49	2	65	27	6	345
Optional school/SAU question																						
A.	50	0	0	1	100	0	0	0	0	350	50	0	100	0	0	350						
B.	0										0											
C.	50	0	0	1	100	0	0	0	0	348	50	0	100	0	0	348						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 44
School: Crescent Park School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	3	6	7	10	1295	9
	2006-2007	5	10	7	10	1985	14
	2007-2008	10	22	13	25	2277	17
	Cum. Total*	18	12	27	14	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	19	36	28	42	6852	49
	2006-2007	32	63	42	61	6990	51
	2007-2008	21	47	28	53	6764	50
	Cum. Total*	72	48	98	52	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	22	42	23	34	4081	29
	2006-2007	13	25	20	29	3673	27
	2007-2008	10	22	9	17	3504	26
	Cum. Total*	45	30	52	28	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	9	17	9	13	1638	12
	2006-2007	1	2	0	0	1193	9
	2007-2008	4	9	3	6	1044	8
	Cum. Total*	14	9	12	6	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.8	65.3	10.0	66.7	9.2	61.3
Cluster 2: Shape and Size	14	29	10.1	72.1	10.7	76.4	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	2.9	58.0	2.9	58.0	3.2	64.0
Cluster 4: Patterns	14	29	9.4	67.1	10.0	71.4	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: MSAD 44
 School: Crescent Park School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	45	10	22	21	47	10	22	4	9	349	53	25	53	17	6	351	13589	17	50	26	8	347
Ethnicity																						
African American/Black	0										1						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	0										0						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	45	10	22	21	47	10	22	4	9	349	52	23	54	17	6	351	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	6	1	17	1	17	1	17	3	50	334	7	14	43	0	43	341	2208	6	35	37	21	338
No	39	9	23	20	51	9	23	1	3	351	46	26	54	20	0	352	11381	19	53	24	5	349
Current LEP																						
Yes	0										0						357	8	29	37	26	336
No	45	10	22	21	47	10	22	4	9	349	53	25	53	17	6	351	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	21	2	10	9	43	6	29	4	19	342	21	14	52	19	14	347	5452	9	45	33	12	343
No	24	8	33	12	50	4	17	0	0	355	32	31	53	16	0	353	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	45	10	22	21	47	10	22	4	9	349	53	25	53	17	6	351	13584	17	50	26	8	347
Gender																						
Female	20	4	20	9	45	6	30	1	5	349	23	26	48	22	4	351	6565	15	49	27	8	347
Male	25	6	24	12	48	4	16	3	12	349	30	23	57	13	7	350	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	3	27	1	9	5	45	2	18	343	13	31	31	31	8	348	2004	5	39	41	15	339
No	34	7	21	20	59	5	15	2	6	351	40	23	60	13	5	352	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	45	10	22	21	47	10	22	4	9	349	53	25	53	17	6	351	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: MSAD 44
School: Crescent Park School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	0	0	1	100	322	4	0	50	0	50	340	6	9	40	33	18	340
B. less than one hour	91	9	22	19	46	10	24	3	7	349	85	24	51	20	4	351	79	18	52	24	6	348
C. one to two hours	7	1	33	2	67	0	0	0	0	355	11	33	67	0	0	355	12	16	48	27	8	347
D. more than two hours	0										0						3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	22	6	60	3	30	1	10	0	0	359	32	53	35	12	0	358	37	22	50	22	6	350
B. They match some of what I have learned.	69	4	13	16	52	8	26	3	10	347	57	13	63	17	7	349	46	16	53	25	6	348
C. They match just a little of what I have learned.	7	0	0	1	33	1	33	1	33	335	8	0	50	25	25	341	12	9	44	36	11	342
D. There is no match.	2	0	0	1	100	0	0	0	0	358	4	0	50	50	0	345	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	42	7	37	10	53	1	5	1	5	356	40	38	57	5	0	357	39	25	48	20	7	350
B. good	40	3	17	7	39	6	33	2	11	344	42	23	50	18	9	349	46	14	52	27	7	347
C. fair	16	0	0	4	57	3	43	0	0	347	13	0	43	57	0	345	12	8	49	35	9	343
D. poor	2	0	0	0	0	0	0	1	100	316	4	0	50	0	50	332	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	11	1	20	1	20	2	40	1	20	344	11	17	33	50	0	345	17	7	41	35	17	340
B. about the same as my regular schoolwork	67	6	20	16	53	7	23	1	3	349	62	21	58	18	3	351	59	18	53	24	5	349
C. easier than my regular schoolwork	22	3	30	4	40	1	10	2	20	350	26	36	50	0	14	354	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	18	1	13	3	38	2	25	2	25	343	17	22	67	0	11	353	32	13	47	30	10	345
B. two or three days a week	22	1	10	6	60	3	30	0	0	346	23	25	58	17	0	352	30	20	52	23	5	349
C. two or three times each month	29	4	31	6	46	2	15	1	8	352	25	31	46	15	8	352	19	20	53	21	6	350
D. never or almost never	31	4	29	6	43	3	21	1	7	351	36	21	47	26	5	348	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	0	0	1	100	0	0	336	2	0	0	100	0	336	7	5	34	40	20	338
B. two or three days a week	11	0	0	1	20	3	60	1	20	335	13	0	57	43	0	345	18	15	50	27	8	346
C. two or three times each month	32	2	14	10	71	2	14	0	0	351	27	29	71	0	0	356	28	21	53	21	4	350
D. never or almost never	55	7	29	10	42	4	17	3	13	350	58	27	47	17	10	350	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	2	0	0	0	0	1	100	0	0	336	9	20	60	20	0	353	16	8	42	36	13	342
B. 30–45 minutes	0										15	13	88	0	0	354	30	14	53	26	7	347
C. 45–60 minutes	93	9	21	20	48	9	21	4	10	348	64	26	47	18	9	350	32	22	51	22	5	350
D. more than 60 minutes	4	1	50	1	50	0	0	0	0	362	11	33	33	33	0	351	22	20	49	23	7	349
Optional school/SAU question																						
A.	50	1	100	0	0	0	0	0	0	364	50	100	0	0	0	364						
B.	0										0											
C.	50	0	0	0	0	1	100	0	0	336	50	0	0	100	0	336						
D.	0										0											